THE USE OF STORYNORY.COM
IN ASSISTING STUDENTS' LISTENING ABILITY
(A Case Study of An Islamic Junior High School in Tasikmalaya)

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Abstract: This article investigates the use of Storynory.com to improve the listening skills of junior high school students in one of the schools in Tasikmalaya. The aim of this study was to observe the teacher's strategy and students' perceptions of the use of Storynory.com in listening skills. The research method in this study is a case study. Observation, open questionnaire, and semi-structured interview analysis were used as data collection methods used by researchers. The students' perceptions of the use of Storynory.com in listening learning shows that the features of this website are interesting and make the material provided by the teacher easier to understand because there are many stories on the website; thus this website can make students more enthusiastic about learning. Storynory.com gives students more motivation in learning and makes learning more fun.

Keywords: *Storynory.com, Listening, Teaching Listening*

INTRODUCTION

Teachers must make breakthroughs to create more competitive students and prepare Indonesia's golden generation in this modern era. With this breakthrough, it is hoped that the spirit of the current generation will grow. There are several mandatory abilities in the 21st century because they require breakthroughs or innovation using digital technology as an integral part of the online learning system. The digital revolution makes technology-based learning increasingly rapid. The use of existing applications is an important part of the online learning system.

According to Stockwell (2012), Students' experiences of using certain technologies in everyday life tend to affect their expectations to achieve the quality of technology in language learning. Besides, how similar the quality of the technology is that other technologies in everyday life can affect such technology to be accepted. Thus, understanding social trends and culture can make researchers and practitioners to generate more effective learning and teaching using mobile tools (Kukulska-Hulme, 2009; Stockwell, 2012).

According to Walker (2017, p. 128), to be complete teachers, teacher must develop mastery, teachers must teach the basics, use technology, guide, seek evidence, and agree on values with students. By using technology, teachers can guide students, seek evidence, and approve assessments for mastery development, whereas improving student thinking requires the teacher's creative hand. Media becomes a tool to carry messages. Media is a tool to make students easier to understand learning. According to Susilana and Riyana (2007, p. 9-10), the function of media, in general, is as a tool, to relate to one another, to be relevant to competence, accelerate the learning process, improve quality, and create reality. The basis for reducing thought.

This online learning can encourage students to create an understandable learning system. Teachers can develop a more creative learning system. Darma (2005, p. 133) states that most people do not have in conveying morals or messages and developing pathways that lead to reform. The presence of an android or smartphone according to Wahyudin (2018. P. 33) can simplify the learning process, because it can be a countable, easy, and fast learning resource because of its ability to transfer knowledge by involving various senses, and multimedia. Media technology can also shape research using theoretical analytical thinking skills. The teacher can design the learning process using storynory.com.

Learning media's role in the classroom is critical because media can support students in processing and understanding knowledge from the teacher (Indriyani, 2019). As a result, I the present study, the researcher uses Storynory.com as a teaching medium. Storynory.com is a novel way to listen to material while hearing it. Students are encouraged to understand the word meaning by pronouncing them, which helps them concentrate on the story. According to Wolfson (2008), Storynory.com are quite effective in aiding pupils' comprehension of literature. Since November 2005, Storynory.com Audiobook has been providing free audio stories to people all around the world. Storynory.com is an audio-streaming podcast and website. The goal of Storynory.com is to pique people's interest in the world and their ability to think critically.

Studies on related topic have been conducted previously (Fitria, 2021; Indriyani; 2019; Tsany, 2021). None of them focuses on the use of Storynory.com in assisting students' listening ability involving students in an Islamic Junior High School in Tasikmalaya. Therefore, the present study aims to observe the teacher's strategy and students' perceptions of the use of Storynory.com in listening skills.

METHOD

This research uses a qualitative case study design. According to Creswell (2018), case studies can gain a clear understanding and stronger evidence of the phenomenon. Another reason is that this method helps researchers clarify findings. It is necessary to clarify the findings because participants

can provide different explanations for the two research methods. This research is the result of the experience of the participants. The research participants of this study were a teacher and 10 students at a junior high school in Singaparna Tasikmalaya who are selected purposively. This method was chosen because of the non-probability sampling based on the researcher's consideration of the most suitable sample. To answer the research questions, data were collected using three techniques; observation, questionnaires, and interviews. The data that has been collected is then transcribed manually with three strategic analyzes: data reduction, data presentation, and drawing conclusion. After completion, the researcher then validated the accuracy of the findings.

FINDINGS AND DISCUSSION
Findings
This study is intended to determine students' perspectives on using Storynory.com media to improve students' listening skills in knowing the teacher's implementation using Storynory.com in learning, listening skills. The research results will be described in the following organizations:
The students perceive EdPuzzle as a motivation in improving their listening skills.
To collect data about students' perceptions of using puzzles in listening courses, the researcher distributed an open-ended questionnaire session to students who are learning to listen with puzzles. There are six questions in the questionnaire session to answer the first research question : "How do the students perceive EdPuzzle to improve students' motivation in their listening skills?" The result of the data analysis was aimed to figure out the student's perspective on the use of Edpuzzle learning media to increase students' motivation in listening skills.

Based on the first question of the open-ended questionnaire deal with "Have you ever used the EdPuzzle application before?", the researcher investigate that most students answer never used, which means that respondents never used the puzzle app before. The second question of the open-ended questionnaire deal with "What do you think about the EdPuzzle application in listening courses?" Most students had positive opinions, as evidenced by 28 students responding positively to the use of Ed-puzzles in listening courses. It can be concluded that they found a unique feature in the puzzle app for listening courses. The third question of the open-ended questionnaire dealt with "Is the material presented in EdPuzzle easy to understand?" .The researcher investigated that almost all respondents understood the material presented in Edpuzzle. The fourth question of the open-ended questionnaire deal with "Is there a pleasant feeling when you study online using the EdPuzzle application?" .The students feel comfortable with Edpuzzle and the students feel that this app provides them with a new and enjoyable experience in listening to learning.

The fifth question of the open-ended questionnaire deal with "Did you get a different experience when learning to use EdPuzzle?" The researcher investigated that the students had a different advantage from other teaching media. Then, only 3 students felt that they did not find a significant difference when using the puzzle app.

The last question of the open-ended questionnaire deal with "What are the advantages and disadvantages of the Edpuzzle application in listening learning?" The disadvantages of the majority of students' opinions are that the "Answer Column" feature provided by mine puzzle is one of the disadvantages that students feel, and this app is quite confusing to use. The advantage of this app is

that the features provided in this app are quite interesting and different for them. With the "Quiz" feature in every material provided by the lecturer, it becomes an attraction for students.

How the teacher implements Storynory.com to facilitate listening activities

Interviews were used by researchers to collect data and answer research questions about how teachers implement Storynory.com to facilitate listening activities. Interviews with teachers were conducted by researchers to obtain more data related to questions. There were eight questions posed by the researcher.

The first question is: What is your opinion about Storynory.com? According to the data obtained through interviews with the English teacher, Storynory.com can make it easier for teachers to understand the material, especially in listening. Moreover, the many stories that Storynory.com and Storynory.com are easy to use.

Then, the second question is whether or not it is very helpful for the development of listening learning for students? The interview result of the interview and the answers to the questions posed that using Storynory.com is very easy for children to reach and suitable because it is practical. The use of Storynory.com is very helpful for teachers in existing learning.

The third question to teachers is how can you get students interested in using Storynory.com? According to data obtained through interviews with English teachers, this becomes a strategy for teachers to practice listening to students in the material, and Story.nory.com helps teachers to make students more interested in the material.

The fourth question to the teacher is "Does apply Storynory.com make students enthusiastic about learning? According to the data obtained, students are more enthusiastic about learning when the use of Storynory.com is used in learning.

The fifth question to the teacher is "Does using Storynory.com help you convey your lessons? " According to the data obtained, Storynory.com is very helpful in learning because it is practical when used and there are many stories that it can improve students' listening.

The sixth question to the teacher is "How do you view Storynory.com in learning and how do you view it?" Below is the result of interview to the teacher:

Participant: *One solution that can be used in learning is to incorporate technology into learning which makes the learning atmosphere more enjoyable. With media like Storynory.com, it makes it easier for me to train students' listening skills. The first thing I did was ask ing students to listen to the stories on the website, I told students to listen to the story 2 to 3 times so that students understood the story better. Then, after students finished listening, I would ask students to discuss it with their classmates. Thus, it make students think critically and students understand the story very well. One of the advantages of Storynory.com is that the available audio is very easy to understand by students so students will be happy and enthusiastic when learning using Storynory.com.*
                                            (Interview excerpt 7 June 2022)

The last question asked the teacher is whether or not it is relevant to use Storynory.com in the current learning system. According to the data obtained, the use of Storynory.com from the teacher's point of view is very relevant to improving the listening quality of students. Thus, the finding of the first research question indicates that Storynory.com can be used in the current learning system because the results from interviews with the teacher show that the teacher implements Storynory.com by playing the story and asking students to listen to the story over and over and discuss it with their classmates to make the learning atmosphere more enjoyable.

Students' perceptions on using Storynory.com to improve listening ability

Researchers used a questionnaire based on a Likert scale survey with categories of strongly agree, agree, neutral, disagree, and strongly disagree. In analyzing qualitative data, the researcher gave the results of a questionnaire about students' perceptions of the use of Storynory.com. The researcher used the adapted technique to make the questionnaire. In this case, what matters most is the true meaning of the message rather than the words that made it up. In this case, there were 10 questions asked to the students about their perspectives on using Storynory.com to improve their listening ability as given in Table 1.

Table 1 Students' perception

No	Students Perceive	SA	A	N	D	SD
1.	Saya menyukai Storynory.com	1	7	2	0	0
2.	Saya menikmati Storynory.com dalam pembelajaran	0	6	4	0	0
3.	Storynory.com membantu melatih skill mendengarkan saya	4	4	2	0	0
4.	Storynory.com membuat pembelajaran menjadi mudah	1	9	0	0	0
5.	Saya ingin menggunakan Storynory.com dalam pembelajaran	0	7	3	0	0
6.	Storynory.com tidak membantu saya dalam pembelajaran	0	0	3	6	1
7.	Storynory.com tidak mudah digunakan	0	0	5	5	0
8.	Storynory.com susah digunakan	0	0	3	7	0
9.	Storynory.com tidak melatih skill mendengarkan saya	0	2	1	7	0
10.	Storynory.com tidak mempercepat paham dalam pembelajaran	1	1	1	7	0

Based on the Table 1 above, the finding of the second research question shows that almost all students like and enjoy learning using the Storynory.com media, especially with the use of Storynory.com in learning to make learning activities fun. Another reason is that Storynory.com provides the ease of use and availability of existing stories and also practice listening skills.

Discussion

From all the findings mentioned earlier, it is seen that the first research question has been answered by an interview with an English teacher. In their findings, the researcher concludes that the use of technology (Storyrynory.com) is very influential and important in learning in today's digital era because by increasing this competency, teachers can better understand and know how to strategy teaching materials, and materials that will be implemented in learning. This is relevant to the theory of Amosun & Kolawole (2015) defining that facilitating teachers to comprehensively present the best methods, strategies, materials, and resources that can be used for learning situations. Also, it helps the teacher to understand how to use various forms of play; different strategies for grouping students; various types of media and materials. Thus, the use of Storynory.com in learning can make students more interested in the material to be delivered. Moreover, the many stories that are presented and the easy-to-understand audio make students more enthusiastic. In this regard, the teacher views that the use of Stroynory.com can facilitate student learning activities and can improve students' listening skills. Therefore, teachers of any teaching field should involve the use of technology in their teaching. For them, technology plays a very important role in education.

In addition, to answer the second research question: "What are students' perceptions of using Storynory.com to improve listening ability?" The researcher used a questionnaire to be distributed to the participants to find out the students' perspectives and found that in learning using Storynory.com, students were very enthusiastic and enjoyed learning using the technology, namely Storynory.com. Of the 10 students, almost all agreed to use the Storynory.com website for learning because it can improve students' listening skills. This website is useful because using technology when learning will be useful because in the future with today's changing times, people use technology every day. This perception is reinforced by Claxton Smith et al (2016). The importance of a learning approach to learning and contemporary digital transformation shifts the emphasis to the demand for understanding how to design digital environments to enhance the capacity of student agents to learn. Moreover, the result of this study showed that students can be involved and enjoy the learning process using Storynory.com. They can choose their own story and can repeat it repeatedly if it is needed so that it can improve students' listening skills. The result is the same as Tsany (2021) on the application of Storynory audiobooks that showed good responses from students and teachers; they enjoyed and easily understood the text, and Storynory audiobooks can help students understand word pronunciation.

CONCLUSIONS

The findings and discussion of the research concluded that the use of Storynory.com in listening learning shows a good response from students and teachers, they enjoy and easily understand the contents of the website, and Storynory.com can help students to improve their listening skills. According to the results of the teacher's implementation, it shows that students can be involved and enjoy the learning process using Storynory.com. Students enjoy audio while reading text at the same time and it helps them in knowing and improving students listening skills. In this era, teachers must certainly link learning with technology and of course, with the increasing competence of teachers and students. Teachers must become facilitators and inspirations and can also help students to maintain a

positive classroom atmosphere. Although there are still difficulties in using technology, such as in schools where it is still difficult to get signals or funds that are not in accordance with the conditions in the current era, with technological advances, teachers can provide understanding to students in using the correct technology. All of them have good responses about the application of Storynory.com in improving listening ability. The teacher also gave a positive response that Storynory.com can be applied in subsequent teaching and learning activities to practice listening skills. Teacher knows whether the students enjoy using Storynory.com in learning.

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